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ABSTRACT

This report is an evaluation of a Title VII Bilingual Program conducted in New York City in 1979-1980 for Spanish speaking students. A program description outlines the methods used for selecting students for the bilingual program. A discussion of the evaluation's design and objectives is also included. The report presents student test scores in Spanish and English reading achievement along with explanatory notes. The evaluation considered the following facets of the program: (1) rooms and materials; (2) class structure and departmentalized instruction; (3) language use; (4) bicultural aspects; (5) parental involvement; (6) staff development; and (7) curriculum development. The report concludes with a series of recommendations regarding testing, grouping, staff development, resources, and student placement. (APM)

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FINAL REPORT

BILINGUAL PROGRAM--DISTRICT 13

Funded under ESEA Title VII

Project Period: September 1, 1979 - August 31, 1980

Grant Number G007904131

Submitted by:

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U S DEPARTMENT OF HEALTH,
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PROGRAM DESCRIPTION

The 1979-80 District 13 Bilingual Program (Function No. G007904131) is the fifth year of a bilingual education program funded under ESEA Title VII. The program operates in four public elementary schools in the district: P.S. 46, P.S. 54, P.S. 9, and P.S. 67.

In June 1980, there were three hundred nine Spanish-dominant children enrolled in the program. This figure does not reflect the total number of children who were exposed to the program during the 1979-80 school year. Table 1 indicates the number of children registered for the program in September of 1979 (301) as well as the number of admissions and discharges by school class. Two hundred and sixty-two children were enrolled for the entire school year, while eighty-six students received partial exposure to the bilingual program.

Pupils are assigned to bilingual classes on the basis of their scores on the English Language Assessment Battery. This test was administered at the end of 1978-79, or at the beginning of the 1979-80 school year. The twentieth percentile is the cut-off point for placement in the program. English LAB scores were reported for 229 students; 159 (69.4% of those tested) were below the twentieth percentile. LAB scores in Spanish were reported for 176 students; 40 (22.7% of those tested) were below the twentieth percentile.

While it is impossible to determine the percent of the total population that falls below the twentieth percentile on the Spanish language LAB, this group represents students who have basic language deficits in Spanish as well as English. As the aim of the bilingual

TABLE 1

Students Enrolled in Title VII Program 1979-80

By School and Grade

School		Grade K	1	2	3	4	5	6	Total
54	September Register		15	12	13	14	11	15	80
	No. of Discharges		4	2	3	1			10
	No. of Admissions			2	1			2	5
67	September Register		13	8	16	8	10	9	64
	No. of Discharges		2	2			1		5
	No. of Admissions		1				2	1	4
9	September Register		19	11	11	15	13	6	75
	No. of Discharges		2	2	2	4	5		15
	No. of Admissions		3		3	2	2	2	12
46	September Register	16	13	11	17	7	18		82
	No. of Discharges	2	6			1			9
	No. of Admissions		4	5	10	3	4		26

program is to provide children whose native language is not English with equal educational opportunity by using two languages, their native language and English, this native language deficit may inhibit their progress in the bilingual educational program.

The major emphasis of the District program is the instructional component. Curriculum Development, Staff Training and Parental Involvement are important secondary program elements designed to complement the instructional component.

During the 1979-80 school year, the Title VII staff consisted of a Program Director, an Assistant Program Director, two Bilingual Resource Teachers, three Educational Assistants, and three Family Assistants. The staff also includes 13 tax-levy bilingual classroom teachers. In some schools, ESEA Title I and School Special Needs funds provide auxiliary personnel that work with the Title VII staff.

EVALUATION DESIGN AND OBJECTIVES

The 1979-80 evaluation design includes both process and product components. In order to implement the process evaluation, the evaluators systematically observed the program in the four schools. They were guided in their observations by a Classroom Observation Scale. They provided feedback to the program staff in the schools and reported periodically to the program administrators and district office personnel.

The product evaluation is designed to assess the impact of the program on the students. Two instruments were used: Inter-American Series Prueba de Lectura, and Metropolitan Achievement Test (Reading). The instruments were used in conjunction with the following objectives:

1. Spanish Language Arts Achievement. By the end of the program year, Spanish-dominant pupils will make a statistically significant gain in total Spanish reading scores (as measured by the Inter-American Series (Prueba de Lectura).

2. English Language Arts Achievement (Reading). Given a program of instruction in English, Spanish-dominant students will show a significant gain in reading on the Metropolitan Achievement Test in reading.

PROGRAM IMPLEMENTATION

The evaluators made four rounds of visits to the Bilingual classes in November 1979, January 1980, March 1980, and May/June 1980.

During these visits, the evaluators observed classes and discussed their observations with classroom teachers and the Resource Teachers. These discussion sessions focused on situationally specific problems as well as general program policies. The evaluators found the program staff and school supervisory personnel to be both cooperative and concerned about the program.

The following statements are based on the classroom observations and follow-up discussions.

Instructional Component

Rooms and Materials

Bilingual classes were situated for the most part in standard sized rooms equipped with movable desks and chairs. The classroom environments were generally bright and attractive providing a positive atmosphere for learning.

The classrooms were decorated with educational charts and pictures, and samples of student work in two languages. A wide variety of written material in two languages was available. Manipulative material and audio-visual aids were evident in the classrooms and the Bilingual Resource rooms. However, in the lessons observed, teachers used textbooks and workbooks in their presentations.

General Pedagogy

Most Bilingual teachers demonstrate competence in classroom management skills. In their rooms, they create an atmosphere that is warm, positive and non-threatening.

While many lessons still involve intact class instruction, the teachers are moving towards greater use of small group instruction. Small group instruction has been instituted most successfully in ESL and Spanish language arts instruction. The District Title VII program has developed a diagnostic instrument that distinguishes among students on the basis of ability and achievement in oral and written English. This instrument is used for grouping in the program.

In some schools, the ESL component benefits from additional available staff (Title I and Special Needs). Furthermore, there is an excellent curriculum developed by the District Title VII staff which prescribes meaningful sequential activities for different levels of English language development.

In all schools, the number of children eligible for bilingual instruction is insufficient to form individual single-graded classes, therefore bilingual classes are multigraded. Intact class instruction, in these instances, means exposure to inappropriate grade level curriculum. While we have observed more teachers grouping students and instructing small groups, there were still many instances where the entire class was instructed as a whole.

In order to implement the program, some schools have instituted a departmentalized instruction. At P.S. 54, teachers are responsible for one or two subjects and students rotate to the different

teachers for instruction.

The use of departmentalized instruction insures that students are exposed to teachers with adequate English language competence for English Language Arts and ESL instruction. The Title VII program in P.S. 54 is fully coordinated with the Title I and Special Needs personnel which provide additional staff to the program. In this school, students are placed in homogeneous groups for most instruction. The additional personnel, the subject matter specialization, the high level of program organization, as well as teacher competence, may explain the success of this strategy in P.S. 54.

Teachers in the four schools still tend to rely too heavily on textbook and workbook presentation of subject matter. Lessons typically begin by the teacher instructing students to turn their attention to the board or the text. In many cases, teachers sustain student interest by the strength of their personalities rather than well-developed lessons.

Lessons tend to be teacher-dominated and lack motivating activities, summaries, and questions that develop the students' verbal and intellectual skills. Teachers generally rely on questions that are designed to elicit either a one-word or a repetitive patterned response. With the exception of some ESL instruction, students do not have sufficient opportunity to elaborate responses and expand their verbal skills.

Language Use

The Title VII language use policy is designed to maintain separate language contexts. Classroom instruction proceeds in only one language at a time, thus minimizing linguistic confusion. Sub-

ject matter instruction is in Spanish. The English language is used for ESL and English language arts instruction.

Teachers are encouraged to use English to summarize class lessons. When this policy is fully implemented, it will provide a means of systematically introducing English into curricula areas, thus facilitating the transition to the mainstream.

Bicultural Aspect

The Bicultural aspect of the program appears limited to heroes and holiday observances. The evaluators did not observe lessons where the multicultural heritage of the childrer was incorporated into a traditional lesson. Teachers generally fail to take advantage of the opportunity to draw upon the experiences and cultures of their diverse student population.

Parental Involvement

The Bilingual staff is constantly trying to increase the level of parent participation in the program. Various strategies are being used. Family Assistants assigned to the schools routinely contact parents to inform them of their children's problems and/or progress. Special parent meetings are conducted at some schools.

The District has published a newsletter in Spanish and English which details the program's achievements. Photographs of the children are prominently featured in the newsletter.

Staff Development

Staff development activities in 1979-80 included workshops, intensive on-site training, and Title VII-reimbursed university training.

The program sponsored workshops for Title VII, Title I and in-

terested mainstream staff on English as a Second Language. The Director and Assistant Director have worked intensively with the Resource Teachers who are in contact with the school-based staff and have a thorough knowledge of new developments and materials.

The Resource Teachers work with the teachers and educational assistants in developing skills and techniques that will enhance classroom performance. In addition, the Director and Assistant Director make frequent on-site visits to work with school staff on specific problems.

In order to upgrade the English skills of the staff, the program encouraged and paid the tuition for teachers taking ESL courses at Long Island University.

Curriculum Development

Weekly curriculum development sessions were held at the District Office. Resource teachers participated in developing Level II curriculum materials for the program. A Comprehensive Plan for Bilingual Education for the district was developed. It will be implemented during the coming years.

A bilingual newsletter for parents, students, and staff was produced. This newsletter details the philosophy and achievements of the program during the past five years.

PUPIL ACHIEVEMENT

In order to assess the impact of the program on the participants, student scores on the appropriate levels of the Metropolitan Achievement Test in Reading and the Inter-American Series, Prueba de Lectura were submitted to statistical analysis.

In the 1978-79 Final Report, the evaluators recommended that standardized tests in subjects other than English and Spanish reading be included in the testing program. A broader range of student achievement in a bilingual program could then be assessed. This recommendation has not been implemented and therefore the evaluation is limited to these two areas.

In November 1979, appropriate levels of the pretest were administered to students enrolled in the program. In June 1980, posttests were administered. During 1979-80, two hundred sixty-two students were enrolled in the Bilingual program for the entire year. One hundred fifty-seven achievement scores in Spanish reading (pre and posttests) and 118 in English reading were submitted to the evaluators for analysis.

Kindergarten and grade 1 students are not included in the testing program and grade 2 students have not been tested in English reading. In some classes, significant numbers of students were excused from taking the standardized tests. Thus, the data presented below represents only a part of the eligible population. The tested group may differ significantly from the group that was not tested. The problem of missing data is compounded by the fact that the initial pretests were not administered until mid-November, 2-1/2 months

after the program began.

The statistical analyses used were t tests for correlated means. t tests are used to determine whether or not two sets of scores differ significantly in a statistical sense from each other. If the t values reach statistical significance, one can conclude that such a difference is not attributable to chance alone.

On the Metropolitan Achievement Test, the t test comparisons were made between the means on the posttest and a statistically generated figure which represents a predicted posttest score. This predicted score is a statistic based on a student's previous achievement without program intervention. Predicted scores are used for comparison when control groups are absent.

The Historical Regression formula was used to generate predicted posttests. This formula uses grade equivalent scores which pose several statistical and interpretive problems. The formula was used so as to adhere to the program proposal.

Reading Achievement in Spanish

One of the major objectives of the Bilingual program in the elementary schools is to develop and improve the native language reading skills of the students. The results of a correlated t-test analysis of the total raw reading scores for the Prueba de Lectura are presented in Tables 2 and 3. Table 2 presents a grade-by-grade breakdown of scores; Table 3 compares the scores by school. These tables indicate improvement in Spanish reading ability (as measured by the Prueba de Lectura) across all grade levels and in all schools.

TABLE 2

Spanish Reading Achievement by Grade (*Prueba de Lectura* Raw Scores by Grade Level, Means, Standard Deviations, *t* Values)

Grade	N	Pretest Mean (SD)	Posttest Mean (SD)	*t* Value
1	a			
2	31	26.7 (12.7)	51.6 (12.9)	9.60***
3	36	46.9 (20.4)	67.6 (22.5)	8.45***
4	27	54.9 (15.4)	75.1 (16.9)	5.51***
5	37	63.5 (16.2)	81.3 (21)	8.37***
6	26	65.5 (24.3)	76.6 (19.9)	5.44***

[a] Grade 1 was not tested

*** Significant at .001 level

TABLE 3

Spanish Reading Achievement by School (Prueba de Lectura Raw Scores by School, Means, Standard Deviations, t Values)

School	N	Pretest Mean (SD)	Posttest Mean (SD)	t Value
9	37	47.6 (27.3)	71.0 (18.2)	7.14***
46	40	53.5 (23.8)	75.0 (20.1)	9.12***
54	46	53.0 (22.7)	72.4 (21.3)	10.63***
67	34	50.1 (14.7)	62.0 (14.0)	8.48***

*** Significant at .001 level

Reading Achievement in English

Student achievement in English reading was measured by the Metropolitan Achievement Test in Reading for grades three to six. Tables 4 and 5 present the analyses of these reading scores. All grades with the exception of fifth-grade students showed significant improvement in reading. The difference between the achieved and predicted scores in the third, fourth and sixth grades was statistically significant.

Despite the growth in reading, all scores are below grade level, i.e., the national norms for English-dominant pupils. As the program serves students whose native language is not English, this is to be expected.

The statistical analysis indicates that the Bilingual program did meet some of its instructional objectives. The following recommendations are being submitted so that their incorporation in the 1980-81 year will enable the program to achieve its objectives for all students. The recommendations in the area of testing will facilitate a clear demonstration of such achievement.

TABLE 4

English Reading Achievement by School (Metropolitan Achievement Test Grade Equivalents, Means, Standard Deviations, t Values)

School	N	Pretest Mean (SD)	Posttest Mean (SD)	Predicted Posttest Mean (SD)	t Value
9	27	2.71 (1.28)	3.64 (1.94)	3.00 (1.44)	2.78**
46	28	2.50 (.84)	2.92 (1.11)	2.79 (.98)	.79
54	33	2.31 (.97)	2.77 (1.55)	2.54 (1.10)	1.93
67	30	2.54 (.66)	3.32 (.98)	2.83 (.73)	3.41**

** Significant at .01 level

TABLE 5

English Reading Achievement by Grade (*Metropolitan Achievement Test* Grade Equivalents, Means, Standard Deviations, *t* Values)

Grade	N	Pretest Mean (SD)	Posttest Mean (SD)	Predicted Posttest Mean (SD)	*t* Value
1	a				
2	a				
3	34	1.92 (0.55)	2.74 (1.24)	2.17 (0.70)	3.64***
4	26	2.34 (0.60)	3.13 (1.15)	2.61 (0.72)	3.87***
5	34	2.67 (.66)	2.95 (1.05)	2.94 (.076)	.07
6	24	3.23 (1.42)	3.99 (2.15)	3.58 (1.61)	2.20*

[a] Students in grades 1 and 2 were not tested

* Significant at .05 level

*** Significant at .001 level

RECOMMENDATIONS

I. Testing

There are several suggestions the evaluators wish to present with reference to testing:

1. The testing program must be expanded to include subject areas other than native Language Arts and English reading. The Program Director and the Evaluator should explore the availability of instruments designed to gauge Bilingual pupil achievement. As Bilingual programs have proliferated, it is possible that new measures with demonstrated psychometric qualities may be available for use.
2. All pretests must be administered during the first month of the school year. If student achievement is measured early, more meaningful conclusions about program success can be made.
3. Administration and scoring of tests must be conducted carefully. The procedures outlined by the test publishers should be followed precisely. If there are differences in the procedures, conditions and scoring at pre- and post-test times and among schools, then the resulting data will not reflect program impact accurately. The District should conduct a training session for personnel prior to the administration of pre-tests.
4. All students must be included in the testing program. It should not be left to sole discretion of the classroom

teacher to excuse a child from the testing situation.

II. Small-Group Instruction

Students must be grouped according to ability and achievement in all subject areas. Training workshops focusing on individualized instruction and small group techniques should be conducted for teachers and Educational Assistants.

III. Staff Development

The Staff Development program should include the systematic sharing of classroom teachers' experiences, techniques and materials. These sessions should focus on Bilingual strategies, ESL, the upgrading of general teaching skills, and methods of incorporating bicultural themes.

Teachers who are deficient in Spanish or English competence should be encouraged to develop these language skills.

IV. Resource Teacher

The Resource Teacher must work with the classroom teacher in coordinating available materials with the curriculum. Demonstration sessions in the classes should be held on a regular basis.

V. Student Placement

There are students in the bilingual program with special needs, e.g. learning disabilities, emotional problems. Provision should be made for testing and placing these children.